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ABSTRACT

Recent literature on Professional Development Schools (PDSs) emphasizes outcomes, accountability, and sustainability. This paper addresses themes that influence PDS sustainability, describing the University of South Florida's (USF) examination of three PDS sites, which led to questioning of the impact of leadership transitions on PDS sustainability. Themes of sustainability include the evasive nature of PDS outcomes, collaboration levels, compatible views of pedagogy, staffing considerations, governance structures, reward systems, essential fiscal infrastructures, the role and nature of inquiry, change in teacher education policy/practice, and time considerations. USF developed a nondirectional approach to examining its PDS sites. The three sites discussed here have moved into threshold conditions defined by the National Council for Accreditation of Teacher Education draft standards for PDSs. Focus group interviews with key stakeholders indicated that the standards were an excellent yardstick for documenting the evolution of the PDSs and determining areas needing further development. Data analysis examined: PDS practices that reflected the draft standards, that reflected the draft standards but did not emerge in the data, that were encouraged by the draft standards but were absent from the PDS model, and that were present in the PDS model but absent or vague in the draft standards. Researchers created a visual representation of the data to illustrate significant changes in leadership at the three sites, identifying 16 major transitions over 8 years. The paper summarizes self-reflection from administrators at each site. The survey instrument is included. (Contains 44 references.) (SM)

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Beyond Good Intentions: Using Standards to Examine
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Issues of Sustainability in a Professional Development School

Introduction

The Professional Development School (PDS) reform initiative has grown out of a variety of earlier teacher education reform initiatives including university lab schools, induction schools, and portal schools designed to improve teaching and the experiences of those who were preparing to enter the teaching profession. The last decade has seen an array of collaborative ventures of this nature fueled by the Carnegie Report (1986) which recommended clinical schools, Goodlad's proposed university-based Centers for Pedagogy (1990), and the Holmes Group's (1986, 1990, & 1995) reports that have sought to inform the design, development, and implementation of PDSs.

Although variance exists in the implementation of PDSs, there is general agreement as to the major premise of PDSs, that being a "partnering between teachers, administrators, and college faculty in an effort to restructure the preparation and the induction of teachers into the teaching profession" (Stallings & Kowalski, 1990). The goals most often cited for PDSs support: initial teacher preparation, inservice professional development, student learning, and a culture of research and inquiry (Abdal-Haqq, 1993; Levine, 1992; Murray, 1995). PDSs are intended to acknowledge the complexity, diversity, and richness of situated knowledge required of teachers in today's schools, a distinctive difference from the traditional lab schools.

The incidence of PDSs has grown exponentially from 80 in 1991-1992 to 301 in 1994-95 (Abdal-Haqq, 1995) and from 650 in 1996 (Abdal-Haqq, 1996) to 1037 in 1998 (Abdal-Haqq, 1998). Although published literature on PDSs is still heavily tilted toward essays and project descriptions over research reports (Abdal-Haqq, 1993; Teitel, 1998b), some trends are becoming apparent. The majority of PDSs are situated at the elementary level, followed by middle level and high school sites. PDSs tend to put student teachers in cohorts, a large majority are now using the term PDS, and most are funded primarily from universities (Abdal-Haqq, 1995)).

Themes of Sustainability

Lately, the PDS literature has been confronting the more complex and tenuous issues of outcomes, accountability, and sustainability (Ishler & Edens, 1997; Levine, 1998; Lyons, 1995; Snyder, 1998). This paper first addresses themes that can influence PDS sustainability and then describes one university's examination of three PDS sites that has led to a more specific questioning of the impact of leadership transitions on PDS sustainability.

The Evasive Nature of PDS Outcomes

As with any new initiative where there are resources allocated to address an issue, there is generally some form of accountability and review of outcomes. However, in the case of PDSs, particularly those initiated without external funding prior to the publication of proposed standards (Levine, 1998) and guidelines for governance structures (Tietel,

1998a), a courtship metaphor could be applied. Just like during the early stages of a couple's relationship, either or both partners may find it easier to avoid conversations about the future of the relationship or means by which the relationship could be evaluated (Rosselli, Perez, Piersall, & Pantridge, 1993; Teitel, 1998b). Teitel (1998c) actually furthers the relationship analogy as marriages that can end in divorce, separation, or new relationships.

The very nature of standards poses dilemmas for those who seek to functionalize the accountability processes for PDSs. Given that PDSs are still developing institutions that are open-ended, they should be expected to produce unexpected results, much like Cadillac's slogan "creating a new standard of excellence" (Wilson, 1998). Yet the mission and goals of PDSs provide some means of systematically documenting a PDS's progress. For example, student teachers may be attaining classroom teaching experiences earlier than their previous programs had provided. Teachers at a PDS may engage in more reflection on their own professionalism as they articulate their craft knowledge to preservice teachers. Partners from both the university and the PDS may participate in more collaborative discussions, task forces, professional development experiences, and action research activities. These types of outcomes, although quantifiable, may not produce measurable impacts of significance. Is it fair to expect that student test scores will increase significantly as a result of the establishment of a PDS? What types and quantity of research must be generated to "prove" the efficacy of a PDS? How do we really know if the innovation is really working?

Collaboration Levels

Traditionally, collaboration between schools and colleges of education has been compared to oil and water: the two mixtures can be shaken up but they quickly separate again. Dixon and Ishler (1992) believe that this is because most collaborations between the two partners have functioned at the lowest level of collaboration. Cooperative collaboration features little reciprocity and is best suited for short-term ventures. Both cooperative and symbiotic collaboration (characterized by a trade off between partners) do not promote the type of significant restructuring that is need in teacher education.

PDSs, on the other hand, have been viewed as a new institution that would involve both partners in working on ideas or issues; thus, diminishing issues of power and control. This level of collaboration is known as organic and requires parity as the cornerstone (Dixon and Ishler, 1992; Henderson & Hawthorne, 1995). Goodlad (1995) believes that this spirit of collaboration must characterize every step taken by the partners. Schlechty and Whitford (1988) believe that the only way that this can be achieved is through the professionalization of teaching and the development of a shared vision. However, the PDS literature has been replete on the topic of culture clashes experienced (Robinson & Darling-Hammond, 1995; Petrie, 1995; Stoddart, 1993).

Compatible Views of Pedagogy

The Holmes Group took an aggressive posture regarding the radical changes that they perceived necessary in schools that could serve as PDSs (Murray, 1995). These were outlined in six principles that, taken separately, could represent a radical change for many schools and one that may still be perceived as a top-down reform. For example, the shift from didactic to more constructivist views of teaching and learning has posed a

pedagogical dilemma for some PDSs where teachers believe that constructivism is simply another form of formal, research-based knowledge emanating from the university (Darling-Hammond, 1994; Stoddart, 1995, Winitsky, Stoddart, & O'Keefe, 1992). What may result is a lengthy period of time in which the wisdom of theory and the wisdom of practice must be defined and refined into a shared perspective. Darling-Hammond (1994) has defined this phenomena as "new hybrid ways of knowing and forms of knowledge that have a special power and energy of their own" (p. 15).

Staffing Considerations

Sometimes referenced as "person-specific", the PDS has been characterized as growing out of and flourishing under the active leadership of specific individuals inclined to sustain the initiative (Teitel, 1998a). In our experience these individuals may be different from the "strong central figures" whom Mehaffy (1992) describes as getting the partnership going. For example, in some cases PDSs may start from an agreement between the superintendent of a school district or school board and the dean of a college of education who are committed to the idea and convince others to move forward. In this case, the initial players may even be involved in important aspects of the planning stages while another person is then appointed to implement those plans. In the three sites in which this research was conducted, the university faculty member was the only new personnel added and in no site was a school-based person's job description formally reconfigured to assume responsibility for the PDS outcomes. If the new faculty member or "boundary spanner" is the only person participating in both institutions, it is feasible that transitions in that role may have more of an impact than transitions in other leadership roles.

To further complicate matters, these boundary spanners are often junior faculty who lack tenure. When university faculty are expected to simply "add" their PDS responsibilities to their existing faculty load, even dedicated faculty may find it necessary to return to the more calculated pace of university life where time can be allocated for writing and researching in the pursuit of tenure.

Governance Structures

Teitel (1998a) define the role of governance structures as a means of connecting the institutions in order to: build bridges, support mutual renewal, manage day-to-day tasks, and assess and plan for the long term. The governance structure may change over time as the PDS evolves or as new PDSs are added. In our experience, the structure was impacted by the size of the school districts, the district's level of initial commitment to PDSs, and changes in leadership. The governance of the first PDS could be characterized as a gentleman's agreement between the superintendent and the dean, both of whom have now retired. Although there was significant level of collaborative planning that preceded the selection of the PDS principal and the university liaison, there never was a formal written agreement that identified time frames and benchmarks for measuring progress. To some degree this could be symptomatic of two institutions beginning a new venture with which neither partner has had previous experience. The district had also been characterized as being "large enough to care about restructuring and small enough to change" (Rosselli, Perez, Piersall, & Pantridge, 1993). When the college expanded their

PDS involvement to include a very large district, months of negotiation transpired around the specifics of the agreement.

The structure was also altered as more PDS sites were opened and the university's level of experience with PDSs increased. For example, when the first PDS opened in 1991, there were no individuals at the university with PDS experience. That changed as new faculty were hired who brought PDS experience to the college and when university liaisons began returning to full time assignments at the university after a four to five year PDS assignment. A standing committee now exists in the college that includes liaisons from all seven PDSs, faculty interested in PDS, and college level administrators with previous PDS experience.

Reward Systems

Both the university and school PDS faculty are expected to assume more responsibilities; yet, there is little support for longstanding changes in the reward system that is available for individuals experimenting with these new roles. Instead, school-based teachers are often expected to add more meetings, more research activities, and more professional training commitments to their already busy schedules. Likewise, faculty from the university that select to work in PDS environments often do so at the risk of their progress towards promotion and tenure (Case, Norlander, & Reagan, 1995; Creek, 1995; Darling-Hammond, 1994; Dixon and Ishler, 1992; Goodlad, 1995; Henderson & Hawthorne, 1995; Winitsky, Stoddart, & O'Keefe, 1992).

The Essential Fiscal Infrastructures

Although many PDSs have been initiated using start up funding from grants, private foundations and other types of partnerships (Abdal-Haqq, 1995), the future for continued funding for PDSs remains perilous (Creek, 1995; Darling-Hammond, 1994, Goodlad, 1995; Stallings, Wiseman, & Knight, 1995). PDSs that are initially nurtured within "incubation tanks" funded by soft money can actually threaten the performance of the a reform initiative by relegating it to what Grossman (1994) describes as a "detachable project." The issue of parity can take on another layer of meaning when both partners are asked to support the PDS with their own funding when external funds cease.

The Role and Nature of Inquiry

The traditional style of scholarship that characterizes educational research at the university may not be achievable within the PDS environment. The relative value assigned to the nature of inquiry often differs when comparing the views of school-based personnel with university-based personnel (Petrie, 1995; Stallings, Wiseman, & Knight, 1995). Whereas the individual educator may seek a solution concerning an individual student or classroom, the learning theorist may be seeking a law of learning as it applies to all students (Petrie, 1995). Petrie believes that one potential solution for this dilemma is embedded within the theory of perceptual control[1] which may be more compatible with the PDS orientation towards practical research.

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[1] Perceptual Control Theory is defined by Petrie as a way of viewing behavior as the means by which a perceived state of affairs is brought to and maintained at a goal state.

Change in Teacher Education Policy/Practice

The PDS reform initiative has, for some, promised a more focused emphasis on professionalism which implies that "thoughtful and ethical use of knowledge must inform practice" (Darling-Hammond, 1994). The PDS has been envisioned as a milieu in which teacher preparation theory and practice are derived together from persistent interactions with children, parents, and colleagues. The school-wide commitment to teacher preparation and professionalism offers a vast improvement over the parochial nature of traditional relationships between one cooperating teacher, one university supervisor, and one intern. It should offer opportunities for both preservice and inservice level teachers together with university personnel to observe, collaborate, discuss, co-teach, critique, and reflect on the "doing of teaching."

Structural changes are often necessary to support these improvements in teacher induction and professional development. As Darling-Hammond sees it, "a new organization is being invented that requires fundamental changes in both parent organizations." Without sustained attention from the university, the PDS can not make a substantial impact on teacher education policies and will be seen only as the "project of a few, rather than the commitment of the entire college." Even the changes that may evolve from PDS arrangements, though innovative and effective, may not become institutionalized. The university faculty who live in both worlds may be the first to identify the rules that need to be bent in the university (Brindley & Hall, 1998) and best positioned to reflect on the fit between higher education restructuring efforts and the context of school reality (King, Rosselli, Arhar, Danforth, & Perez, 1994). Yet, without a responsive forum for sharing these insights, many of these insights can be lost in the slow picture of institutional change.

Time Considerations

The resource of time becomes an overwhelming consideration for both the PDS school faculty and the university PDS faculty who are expected to engage in reflection and dialogue together about reform and pedagogy (Rushcamp & Roehler, 1992; Stoddart, 1995; Winitzky, N, Stoddart, T., & O'Keefe, P., 1992). In many of the project descriptions, this continues to pose a problem. In the reality of schools, conversations that hold promise for genuine sharing of ideas and collaborative problem solving are often interrupted by, "I need to get back...the bell is going to ring." Or "I've got bus duty, got to go." The same scenario is true for school administrators with their ever-present walkie-talkies that clearly link them to the immediate needs and functioning of a school. Proposals of release time for faculty in a PDS, although consistent with the values of professionalism, can escalate into a union issues as another fiscal dilemma.

Furthermore, universities and schools are typically on different yearly schedules. In the case of universities that calculate the faculty member's time at the PDS based on FTE generation, dilemmas emerge related to priorities. The absence of student teachers and/or FTE generating courses offered on the site may mean that the university liaison is not assigned time at the PDS. In our PDS sites, the spring semester finishes at least a month earlier than the schools close.

Lastly, a number of authors reiterate the importance of allowing enough time for change to transpire (Dixon & Ishler, 1992; Goodlad, 1995; Labaree, 1995; Murray, 1995; Winitzky, N, Stoddart, T., & O'Keefe, P., 1992). This philosophy may actually run

counter to the trend towards measurable outcomes and results that characterize many current reforms initiatives. With the publication of draft standards for PDSs (Levine, 1998), there is now a more formalized vehicle available for measuring one's progress through the three stages of PDS development: Pre-Threshold, Threshold, and Quality Attainment. Levine acknowledges the challenge presented by a standards-based reform and suggests along with Sykes (1998) that the standards be used as a tool for institution building.

In our case, after reviewing the standards we designed a non-directional approach to examining our sites. As we analyzed the data from this process, we identified an interesting phenomenon, which for lack of a better term, we will refer to as the "slide factor." As we examined each of the standards in relation to our own sites, we realized that in some cases, we had already reached achievement of a critical attribute but then lost ground over time. For example, at one of the three sites examined, PDS faculty had been interviewed with the expectation that they would be serving as mentor teachers to preservice level teachers (Critical Attribute III, Indicator 4. Two external factors had contributed to a decline in this practice: the increased hiring of student teachers who had interned at the site but were ineligible by state statute to work with student teachers for three years. Secondly, as the area experienced an increased shortage of teachers, several were hired that were out-of-field which also disqualified them from mentoring interns. It is the "slide factor" that we are interested in understanding. Is it impacted by transitions in leadership? Is it what Teitel (1998) describes as a "plateauing" phase? Is it a loss of commitment to the PDS concept due to a lack of rigorous accountability measures? (If so, the presence of the NCATE draft standards may be a welcome antidote.)

Phase One of Our Research

During the past decade the University of South Florida has entered into PDS partnerships with seven schools. Two schools, one a middle school and one elementary, are located in an adjacent rural county and have been in a PDS partnership for eight years and six years respectively. The other three schools located in the same urban county as the university, include two elementary schools and one high school. One elementary school has been a PDS for four years, the other just opened in the Fall of 1998, while the high school has operated in varying stages of implementation for the last three years. All of the three longstanding schools discussed in depth in this paper have moved beyond the pre-threshold stage and into the threshold conditions as defined by the NCATE standards (Levine, 1998).

The university faculty assigned to each site identified a purposeful sample (Patton, 1990) of nine key stakeholders, knowledgeable about the history and activities of the PDS and who represent the following voices: school administrator, K-8 students, clinical teacher, non-clinical teacher, support staff, parent, intern, university faculty, and university department chair. At this point, a university colleague, not directly involved with that PDS site moderated as these individuals participated in focus group meetings at each of the three schools. The stakeholders were asked to respond to two primary questions: What kinds of impact on teacher preparation have you been able to witness resulting from this PDS partnership? What kinds of impact on student learning have you been able to witness resulting from this PDS partnership? Each focus group discussion

was tape recorded, transcribed and member-checked. The researchers then analyzed the transcriptions, coding the data according to categories identified in the NCATE draft standards. Through this process, the gaps and fit between the standards and the voices of those most closely connected to the PDS work emerged.

Results and Implications

The draft standards proved to be an excellent yardstick documenting the evolution PDS at the University of South Florida, and a useful tool for identifying areas of the PDS mission at the University of South Florida needing further development. In addition, this analysis brought to light practices valued at the PDS site which the draft standard fails to mention, or that we believe to be understated. Through the process of data analysis, four categories of data emerged: (a) Our PDS practices that reflected the draft standards, (b) Our PDS practices that reflected the draft standards but did not emerge in the data, (c) PDS practices encouraged by the draft standards but absent from our PDS model, and (d) PDS practices present in our PDS model but absent, or vague, in the draft standards.

PDS practices found in the data

To some degree, elements of all five critical attributes were found in our PDS practice, according the stakeholders. In general, they felt very positive about the PDS work and their comments can clearly be associated with the NCATE standards. In particular, three critical attributes appeared consistently throughout the data analysis.

The learning community (Critical Attribute I) featured prominently in the group's conversations. Participants clearly felt there was a strong orientation towards inquiry and learning. Indeed all seven indicators under "the learning community" were present. The first three indicators of Critical Attribute II (Collaboration) appeared consistently during analysis. The stakeholders had numerous experiences with shared responsibility and expertise and the determination of jointly defined needs. Stakeholders spoke to the constant communication, problem-solving and team spirit that resulted from the collaboration found on the PDS sites. Finally, stakeholders saw the systematic organization of effective strategies and human resources by all the key players on-site to encourage the professional development of both preservice and inservice teachers, and the continual learning of children (Critical Attribute IV).

PDS practices absent in the data

Whether the stakeholders elected to prioritize other issues, or whether the conversation simply went in other directions, it was apparent that some of the PDS initiatives in place at this time were not discussed during the focus group meetings. This had the effect of leaving some indicators under-represented despite the fact that the researchers knew they were in place. For example, Critical Attribute V: Indicator 2, refers to the nondiscriminatory nature of the curriculum. Given the geographic location and strong cultural diversity present in the PDS sites, anti-bias teaching is central to the PDS movement at this university. However, this particular element never arose in stakeholder discussions involving diversity. One possible explanation for this is that within the context of a relaxed conversation embedded shared knowledge of teaching practice was assumed by the stakeholders.

The researchers also accept that if you are intent in deriving the emic perspective of multiple stakeholders you can't structure discussion based on what you want them to talk about. Rather the conversation must evolve naturally. To this end, we accept that stakeholders took the focus group discussion in directions that highlighted some aspects of PDS work and neglected others. Nonetheless, we identified areas in Category B as possibly resulting from the methodology.

PDS practices absent in our sites

Data analysis helped identify areas of weakness in our PDS model. The NCATE draft standards were most instructive in revealing that our model, while soundly reflecting Critical Attributes' I, II, and V, needs strengthening in Critical Attributes III, and IV. It should also be noted that at this time we are uncertain about several of these indicators, and do not believe it is necessary that we conform to all indicators given the context of our PDS work.

For example, Critical Attribute III (Accountability and Quality Assurance) speaks to standardized entrance qualifications for interns. Our PDS model does not have requirements beyond the college entrance qualifications. In fact, it is not our purpose to put our best and potentially brightest preservice teachers exclusively in a PDS setting. In some situations, an intern requiring more assistance and guidance may best be served at a PDS. We also do not have an exit requirement exclusively for preservice teachers interning at a PDS beyond their program standards, district standards, and the state standard of passing the Florida Teacher Certification Exam (Indicator 2). However, we recognize that interns at these sites do become more involved and subsequently, they receive more opportunities as a result of interning at a PDS.

Each of the PDS administrators is allowed to interview and hire their teachers autonomously, and use their judgement to hire faculty they believe will work most successfully in a PDS setting (Indicator 3). However, there are no specific qualifications for PDS faculty mandated beyond the districts' criteria already in place. It must be noted that Florida is experiencing a tremendous teacher shortage at this time which compounds the problems faced by administrators trying to identify exemplary teachers and ultimately exacerbates the problem of trying to fulfill the PDS mission to be schools of best practice. We have no evidence that "teaching practices of PDS faculty are monitored regularly" (Indicator 5), with the exception of university liaisons informal assessments and traditional forms of assessment conducted by the principal at each site. At one site a teacher who was viewed by both the principal and the university liaison as weak sought assistance from the union which ultimately demanded that the teacher be given an intern to supervise.

In our contexts, the use of multiple and diverse assessment approaches for students (Indicator 6) is virtually impossible in light of our state standards which call for all students to take the same assessment at the same time. Indeed, allowing students to demonstrate what they know and are able to do in appropriately diverse ways to meet national or state standardized tests is adamantly forbidden!

Critical Attribute IV (Organization, Roles, and Structures) advocates incentives for school and university educators to work toward the improvement of practice. There is a definite need for improvement in this area within our University. The College of Education departments already have difficulty finding liaisons to do the work because it

is considered "risky" to do so. Faculty find themselves investing significantly more time at the PDS site than they would as a traditional intern supervisor. Thus, PDS faculty strive to ensure clinical work is valued as much as course teaching. Failure to do so would have significant implications for tenure and promotion decisions, as well as teaching awards (some of which carry differential salary adjustments). Finally, Indicator 9 recommends that "resources are blended in order to support the new work of a PDS." This is nonexistent in one district where one PDS site functions with little, if any, resources from the district office whereas in the other district, the PDS site receives both financial and philosophical support from the district level administrators.

PDS practices absent or vague in the draft standards found in the data

The NCATE draft standards have proven to be a significant resource when conducting self-studies. Our experience suggests that the standards can be used to reflect the relative strengths and weaknesses of a PDS program. We found the results to be both encouraging and challenging. We also believe that the standards should evolve further. While there has been a commendable effort to reflect the complexities of the PDS mission, there are some areas in need of further review, elaboration and clarification.

One of the benefits of the approach to our methodology was the emergence of characteristics present at one or more of the PDS sites but absent, or vague, in the NCATE draft standards. The following points highlight characteristics not clearly identified in the NCATE standards.

The PDS as an agent of change. PDSs create a culture that encourages risk-taking and continued professional growth. The level of support and encouragement found in the PDS culture allows for teachers to strive for higher expectations for their students, their interns, and themselves. There is a freedom of thought and expression embraced in the PDS that is conducive for encouraging competent teachers to develop into exemplary teachers. They were originally designed to advocate for social justice (Holmes Group, 1990). As agents of change, PDSs permit, and nurture innovation and a rethinking of the status quo. When a PDS acknowledges the predictable presence of interns over time, it alters the traditional model and creates new opportunities. The intern is then a co-teacher in the classroom, thus increasing the teacher-student ratio, expanding the pedagogical approaches and developing greater opportunities for student learning. This model has dynamic implications for the classroom culture and professional development for all involved; yet this is not overtly addressed by the standards.

Limited definition of risk takers. Focus groups comments like *"It's a very creative atmosphere"* imply risk-taking behaviors which seem to fit within Critical Attribute I, but "risk-taking" is only listed as an example within Indicator 2 in connection with diverse students.

Limited definition of resources. Resources, other than financial, need to be included in examples for Critical Attribute IV. Our data attests that the professional development of PDS teachers is extended through access to a variety of resources, such as research articles, the university library, and office supplies. Resources should also be broadened to include the increased contact with the broader university community, not just those "clustered" at the site as referred to in Indicator 10.

Empowerment of participants. PDSs are agents of change; they empower the participants. The NCATE standards vaguely refer to this characteristic through Critical

Attribute 1: Indicator 1. On our sites, PDS faculty were interacting with university faculty, continuously reflecting on their practice, and internalizing professionalism that ultimately affected their image of-self-as-teacher (Fuller & Bown, 1975).

The role of immersion. Another outcome of our PDS model that is vague in the standards is the benefits accrued from a more seamless learning approach, accelerated learning if you will, for the student teachers. PDS faculty are working together with university faculty, presenting a more unified front and spending less time re-teaching or even unteaching each other's scholarship. The power of immersion for the interns cannot be underestimated. They know the culture of the school's stakeholders and are, in truth, beginning teachers long before they graduate.

The human element. The researchers noticed that the Draft Standards were written with the PDS site and university as the subjects; we question if this were a conscious choice to eliminate the unpredictability of the human factor. Comments from our focus groups suggested a very important and powerful affective allegiance to individual people who represent the various sites. Although excessive dependency on the personalities of liaisons, administrators, etc. within a PDS can impact its sustainability, the very nature of PDS work, (e.g., collaborative design and problem solving) is to some degree dependent on passion, commitment, and resulting synergy. When there is a change in key personnel, time must be devoted again to building new relationships. For this reason we contend that the success of a PDS may still be largely dependent upon the human element.

Assumptions about the properties of critical attributes. Given the arrangement of the NCATE Draft Standards document, we questioned the progressive nature of PDS work. We believe that a site could be demonstrating aspects of the critical attributes but still have a weak or missing threshold condition. Can one assume that *all* of the threshold conditions are embraced in the Critical Attributes even when they are not directly referenced? Our analysis suggests that one cannot assume that the Critical Attributes subsume all of the threshold conditions. For example, a change in leadership or personnel can easily alter the presence of a threshold condition without altering the overall status of the PDS immediately.

Phase Two of Our Research

It was during our analysis of the data that we as researchers realized we were all curious how time and transitions in leadership may influence the sustainability of our PDSs. We believe that each of our sites is at very different points in their evolution which may impact sustainability or the "slide factor." We created a visual representation to illustrate the significant changes in leadership that had occurred in our three sites.

Insert Figure 1 here

We used this picture to examine and think about transitions at both the district and school level focusing on the superintendents, principals, and university liaisons as well as the deans and department chairs. Overall we identified sixteen major transitions that had occurred over an eight year period of time. This has led us to want to further explore potential links between the "slide factor" mentioned earlier with transitions in leadership.

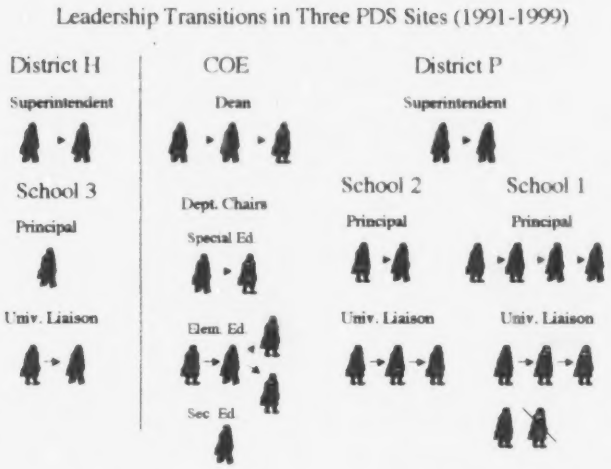

Figure 1: Leadership Transitions in Three PDS Sites (1991-1999)

As part of our continuing focus on this topic we have engaged in some self-reflecting on what can impact the sustainability of the PDSs. An administrator at each site is also engaged in the same reflective writing process. This next session summarizes samples of these views from each of the three sites.

Four Years In and Climbing the Foothills: An Administrator's Perspective

The case of the PDS relationship at my PDS site highlights the need for trust between the university and the school system from the very beginning, and the need to gradually build these connections over time. As soon as this school opened eight years ago [prior to being a PDS], I began encouraging a more interactive curriculum delivery, and sought out contacts with the university to assist in this endeavor. Soon after, a new chair was appointed in the Department of Childhood/Language Arts/Reading (C/LA/R). She proved to be a supporter of PDSs, but it took time to build the necessary trust with the county school district. The school district appeared uncertain and needed reassurance that the university was sincere in seeking an equal partnership. As a result the process of completing an agreement became complicated. It took over three years to reach a point where all sides could agree on the precise wording, but as it became apparent that this relationship would be mutually beneficial, the areas of resistance slowly subsided. It seems essential that if PDSs are to be sustained the relationship between the university and the school district must be stable. My site has now been a PDS for four years.

Individual personalities shouldn't be an issue but in reality they are. A trusting relationship between the school principal and the university liaison is critical to the success of the PDS. Even if they have complimentary personalities, they must share common goals and thoughts. Failure to do so can create friction that is difficult to overcome. In contrast, establishing a mutually respectful relationship answers initial questions and allows for a combined vision to emerge. After working hard to create a positive alliance, a change in university liaison causes further questions. Will the person coming like our school? Will they

like my faculty? Do we have to prove ourselves again? In the case of my site, we have had extremely productive relationships with two university liaisons. This was helped enormously by a very smooth transition. We had one semester when both the outgoing and the incoming liaisons were working on site together, and this made the transition much easier for the faculty who had time to feel comfortable with the incoming liaison.

Over the time my school has been a PDS we have experienced a new university dean and a new county superintendent. In both cases the day-to-day function of this PDS was not influenced. Both administrators saw an operation running smoothly and appear to have taken the position of "inform me, but keep on going!" The next transition for this school will be my own retirement. I doubt my input will be requested, and while the university was involved in the hiring of the principal at the other PDS site, it is unclear whether the university will retain that role in the decision-making. I strongly suspect the superintendent will make the final decision.

As I look to the future, the PDS model at my school will be sustained if it continues to be mutually beneficial to the county and the university. While this might appear a simple notion, it requires examining curricular mandates at the state level. The present reform efforts have increased the pressure for higher standardized test scores statewide. If this movement continues to grow, there will be pressure to alter the way the university trains teachers. The PDS model advocating "highly accomplished practice" reflects my belief in a creative and innovative curriculum delivery. If teachers, however, become increasingly limited in the ways they deliver the curriculum because their children are measured only by test scores, then I assume the training of teachers will follow this trend. A major benefit of this PDS has been that it exposes preservice teachers to a smorgasbord of teaching practice for working with individual children, but if teachers are going to be forced to deliver a prescriptive curriculum then that diversification will diminish.

Given this scenario, what will happen to not just my school, but PDSs around the country in general? Will PDSs continue to be sites of accomplished practice, or become sites where a prescriptive curriculum is best practiced? If we accept that the PDS model is constantly evolving based on the needs of the school district and the university, it is difficult to answer these questions with any certainty.

To summarize, my site has had a gratifying experience as a PDS. The leadership roles of the school administration and university liaisons have been central to this success. Developing trusting, mutually respectful relationships has been essential in this regard. Personalities within this microcosm do matter! While transitions in the county superintendent and university dean didn't have a marked effect on this PDS, there was consistent support from both parties. All of this, however, has to be seen within the context of powerful new reform initiatives, some of which appear to require a redefinition of teaching pedagogy. The future success of my school as a PDS might depend on to what extent teacher development at the university is prepared to change to reflect an increasingly prescriptive curriculum.

Seven Years In: The Summit is Sighted

We believe that a number of issues contribute to the sustainability of a PDS. It is important that a sense of trust and respect is felt by all stakeholders. Especially important is the relationship of the university liaison, the site administrators, and the teachers.

We also feel that it is important that at least one of the site administrators be a strong instructional leader.

A flexible schedule is needed to meet the needs of the teachers at the PDS. This means that teachers are not assigned interns every semester. Teachers must also have input into the schedule.

The PDS site staff must recognize their role in the partnership. The entire staff must be involved in the PDS experience. It is important that the university liaison play an active role in the school's community, as well as the district's. The school district must support and value the PDS relationship.

We also believe that it is important that the liaison be perceived as an instructional leader. Our school's reform was based around Continuous Progress. It was critical that the liaison could contribute to that effort in ways that furthered the faculty's knowledge and understanding through professional development.

The university liaison must also be seen by the students and parents of the PDS as a member of the community. They must not only know who the liaison is but value what they do. In our site the university liaison participate in lunch duty along with the other school administrators. The students and parents who serve as volunteers in the lunchroom all know and interact with her.

Interns must experience a strong support system, both from the PDS and from the university. Team building is imperative to help accomplish this. Also there must be a real effort made to help the interns become an integral part of the school culture and community. Recently, one of the teachers was absent for a week and the student teacher, not yet in her final internship, volunteered to spend the whole week at the school in order to provide continuity for the students.

In order for a relationship to be sustained, there must be an all year commitment on the part of the liaison. The school year does not end when the university's semester ends. In fact, the summer is when more opportunities exist for collaboration with the teachers.

A sense of history needs to be appreciated by all. This can be done by revisiting the history of the PDS, its activities, and celebration of successes. In this way also, new members of the school's staff can be made to feel a part of the partnership.

Eight Years In: New Horizons

The issues that I see most impacting the sustainability of a PDS include: changes in leadership, changes in personnel, communication, and time. How are new leaders chosen for PDS involvement? Is it a mutual decision between the school and university or does the school choose its leaders and the university chooses its leaders, both without seeking input from the other? In the best case scenario, we both need to be involved in the each other's sites when decisions are being made that may effect the partnership. At my PDS site when the principal was assigned to a new high school, I wrote a letter of support for the assistant principal who had experience with the PDS culture and mission recommending that he be promoted to principal at our site. I sent my letter to the superintendent with copies to the assistant superintendent and the secondary education coordinator, but my input was not solicited, nor was it acknowledged and it was not heeded. I do not know what criteria actually were used for the final selection of the new principal, but previous PDS experience was not part of it. In retrospect, perhaps an automatic mechanism such as a representative sitting on each other's search committees would facilitate more collaborative input.

Similarly when I agreed to be the university liaison, no personnel at the PDS were consulted for their approval. When a new dean for our college was selected, no one from the

PDS was on the search committee or invited to any of the presentations. It seems to be assumed that we can all work with anyone and we're just glad someone is willing to fill the position.

Getting the leadership to commit to the mission of a PDS is extremely important. The previous principal told me when he came to the school, "There seems to be more lip service paid toward this school being a PDS than actual work." I interpreted his statement to mean he did not see the value of the school being a PDS and connected to the university; it was almost an appendage of the school that he inherited, but it was not vital. I believe we lost a lost of ground while he was at the helm. The positive side was that teachers and other administrators at the school took leadership roles to promote the identity of being a PDS.

Communication must travel back and forth between the school, the university, and the district. There need to be mechanisms that keep everyone informed (department members, department chairs, dean, liaison, principal, assistant principals, teachers, staff, interns, district personnel, and parents). Meetings need to be set in advance and be of the standing variety.

Time also impacts the sustainability of a PDS. In actuality, time is more of a precious commodity than money or paper! When the university liaison is only on the PDS site two days per week, time needs to be blocked off regularly for discussion of PDS issues. Dedicating faculty meeting time or using a regularly scheduled PDS committee structure are two options that can insure time for communication is established. If this does not happen, other important issues can and do absorb teachers', administrators', and university liaisons' time and attention. Like communication, time needs to be set aside for specific people to meet. This time is essential to sustaining PDS work.

Phase Three of Our Research

In addition to the self-reflection exercise, we have used the NCATE draft standards to create a survey that may help us link transitions in leadership with the "slide factor." (See handout). We wanted to examine each of the critical attributes again and use the indicators for each to ascertain our perception about the current status of each site. In keeping with the theme of this presentation, we used climbing vernacular to distinguish status on each critical attribute: continuing forward momentum, undergoing a set back, and experiencing a plateau. We are currently piloting this survey with the administrator at each site and invite others to participate in what will be our next phase of research on issues of sustainability.

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Revised

A Survey Exploring the Issues of Sustainability of Professional Development Schools

The next few pages contain questions related to each of the indicators of the five critical attributes identified as by NCATE as Draft Standards for Professional Development Schools. Each indicator has examples listed in the Resource Packet that you have also received. This will help as you answer the questions.

We appreciate your time and effort in helping us study this important issue.

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CRITICAL ATTRIBUTE I: Learning Community—Please √ the indicators that are currently present in your site.

_____ **There is an inquiry orientation toward teaching and learning.**

_____**The PDS provides the opportunity for interns, residents, school and university faculty, and educators to develop their knowledge, skills, and understandings related to working with diverse students.**

_____**Research produces changes that enhance student learning and improve the organizational environment.**

_____**The learning of interns or resident teachers is integrated into the school program and into teaching practice.**

_____**Teacher learning and professional development are integrated into practice.**

_____**Teaching and learning are collegial.**

_____**Knowledge generated in the PDS is disseminated within the school and university and to other schools in the district.**

In your opinion has your PDS achieved this Critical Attribute? _____Yes _____No
If yes, please list examples of your best evidence that this attribute has been met:

If yes, which of the following now apply to your PDS site:
_____Continuing forward momentum
_____Undergoing a set back
_____Experiencing a plateau
Is your current status related to leadership transitions in your PDS? _____Yes _____No

What else is occurring at your site that you would propose as an additional indicator for this attribute?

CRITICAL ATTRIBUTE II: Collaboration--Please √ the indicators that are currently present in your site.

_____**Everyone in the PDS shares responsibility for the preparation of new teachers.**

_____**PDS participants share expertise in the interests of children's learning.**

_____**The program for improvement-oriented inquiry is determined on the basis of jointly defined needs.**

_____**PDS partners share responsibility for selection and evaluation of PDS faculty, interns, and residents.**

_____**Resources are clustered to create new roles, structures, and opportunities to learn.**

_____**Resources are blended to achieve integration of PDS functions into partner institutions.**

In your opinion has your PDS achieved this Critical Attribute? _____Yes _____No
If yes, please list examples of your best evidence that this attribute has been met:

If yes, which of the following now apply to your PDS site:
_____Continuing forward momentum
_____Undergoing a set back
_____Experiencing a plateau
Is your current status related to leadership transitions in your PDS? _____Yes _____No

What else is occurring at your site that you would propose as an additional indicator for this attribute?

CRITICAL ATTRIBUTE III: Accountability and Quality Assurance-- Please √ the indicators that are currently present in your site.

_____**The PDS has jointly defined entrance qualifications for interns.**

_____**Upon completion of an internship, candidates must be able to demonstrate the skills, knowledge, and dispositions of beginning teachers as defined by appropriate professional and state standards for beginning practice.**

_____**Qualifications for PDS faculty include the demonstration of skills, knowledge, and abilities of highly accomplished teachers.**

_____**PDS faculty are selected and prepared to mentor and supervise intern and resident teachers.**

_____**Teaching practices of PDS faculty are monitored regularly.**

_____**Children can demonstrate what they know and are able to do in appropriately diverse ways to meet national or state curricula standards.**

_____**The PDS is accountable to the public.**

In your opinion has your PDS achieved this Critical Attribute? _____Yes _____No
If yes, please list examples of your best evidence that this attribute has been met:

If yes, which of the following now apply to your PDS site:
_____Continuing forward momentum
_____Undergoing a set back
_____Experiencing a plateau
Is your current status related to leadership transitions in your PDS? _____Yes _____No

What else is occurring at your site that you would propose as an additional indicator for this attribute?

CRITICAL ATTRIBUTE IV: Organization, Roles, and Structures-- Please √ the indicators that are currently present in your site.

_____**School and university educators understand the mission of the institution and their individual and shared roles and responsibilities.**

_____**There are incentives for school and university educators to work in responsible ways toward the improvement of practice.**

_____**Personnel evaluation of PDS school and university educators reflects the mission of the PDS,**

_____**Structures and resources promote trust and acceptance of responsibility.**

_____**Daily rituals and procedures promote feelings of community.**

_____**There are effective strategies for inducting interns into professional practice.**

_____**There are practices that systematize the continuous improvement of learning to teach, teaching, learning, and organization life.**

_____**Sufficient time is allocated for PDS work and teacher learning.**

_____**Resources are blended in order to support the new work of a PDS.**

_____**Human resources are clustered in a PDS to support the complex mission.**

In your opinion has your PDS achieved this Critical Attribute? _____Yes _____No
If yes, please list examples of your best evidence that this attribute has been met:

If yes, which of the following now apply to your PDS site:
_____Continuing forward momentum
_____Undergoing a set back
_____Experiencing a plateau
Is your current status related to leadership transitions in your PDS? _____Yes _____No

What else is occurring at your site that you would propose as an additional indicator for this attribute?

CRITICAL ATTRIBUTE V: Equity-- Please √ the indicators that are currently present in your site.

_____**The inquiry agenda includes issues of equity.**

_____**School and university curricula reflect diversity and are non-discriminatory.**

_____**Interns work with children with diverse needs.**

_____**School and university faculty engage families and communities in support of student learning.**

In your opinion has your PDS achieved this Critical Attribute? _____Yes _____No
If yes, please list examples of your best evidence that this attribute has been met:

If yes, which of the following now apply to your PDS site:
_____Continuing forward momentum
_____Undergoing a set back
_____Experiencing a plateau
Is your current status related to leadership transitions in your PDS? _____Yes _____No

What else is occurring at your site that you would propose as an additional indicator for this attribute?

Have you been able to convey your PDS model adequately through this instrument?
_____Yes
_____No Please use the next page to explain.

Additional Explanation

A Survey Exploring the Issues of Sustainability of Professional Development Schools

RESOURCE PACKET

Critical Attribute I: Learning Community

Standard: The PDS is a learning-centered community characterized by norms and practices which support adult and children's learning. Indications of a learning-centered community include: public teaching practice; integration of intern and teacher learning with school instructional program; collegiality; inquiry; and dissemination of new knowledge. Opportunities to learn are equitably supported.

Indicator	Examples
1. There is an inquiry orientation toward teaching and learning.	Interns challenge teachers to reflect on their practice. Evidence of serious talk around teaching and learning. Faculty in the PDS help novices 'figure things out'. School faculty are engaged in the study and improvement of their own practice. PDS participants engage in community development work. PDS research and practitioner knowledge are valued. Teaching-learning data are collected systematically and used to inform and change practice. Adults engage in 'kid-watching'. PDS participants disseminate new knowledge to others. PDS participants engage in community development work. Participants interact with other PDS sites. Childrens work is the focus of PDS participants' discourse.
2. The PDS provides the opportunity for interns, residents, school and university faculty, and educators to develop their knowledge, skills, and understandings related to working with diverse students.	PDS supports development of diverse learners. Interns and residents work with children with diverse learning needs. Interns work in multiple classrooms. PDS participants know and know about children's families. Special needs children are valued in classrooms. PDS participants share responsibility and accountability for all children. Adults and children engage in risk-taking learning. Learning-centered practices are reflected in classrooms throughout the PDS. PDS faculty visit each other's classrooms. New professional development opportunities are created for PDS participants. Resident support is substantive and on-going.
3. Research produces changes that enhance student learning and improve the organizational environment.	PDS participants can talk about what they have learned in practice and how it has affected what they do and what children learn.

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Learning Community (cont.)

4. The learning of interns or resident teachers is integrated into the school program and into teaching practice.	Interns and residents have position descriptions, responsibilities, and function as part of the instructional team. Interns and residents participate in school-wide decision-making, and serve on school task forces and committees. Learning and practice are interwoven. School-wide investment in preparation and growth of interns and residents. Participants engage in public practice. Adults and children are self-assessors. University-based courses use performance-based assessments. Interns can identify connections between their school site work and their university course work.
5. Teacher learning and professional development are integrated into practice.	Teaching is public practice. Teachers frequently observe in other classrooms and discuss questions of student learning, curriculum, and teaching practice. Time is allocated for teachers to visit other classrooms, confer with colleagues, present and discuss student problems with colleagues.
6. Teaching and learning are collegial.	There is a whole school orientation -- teachers share problems and solutions.
7. Knowledge generated in the PDS is disseminated within the school and university and to other schools in the district.	There is a forum within the school for disseminating PDS generated knowledge. There are connections between the PDS and staff development district-wide.

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Critical Attribute II: Collaboration

Standard: A PDS is characterized by joint work between and among school and university faculty directed at implementing the mission. Responsibility for learning is shared; research is jointly defined and implemented; all participants share expertise in the interests of children's and adults' learning.

Indicator	Examples
1. Everyone in the PDS shares responsibility for the preparation of new teachers.	University and school faculty jointly plan and implement curriculum for interns. PDS faculty care equally about interns and children. PDS members participate in cross-institutional hiring decisions. Participants jointly develop criteria for PDS school faculty.
2. PDS participants share expertise in the interests of children's learning.	University and school faculty meet to discuss learning problems, instructional issues, and school-wide issues. Interns' advice and suggestions are incorporated into structures and procedures. Participants move across institutional boundaries to engage in collaborative activities. Participants can demonstrate ways in which they believe and practice a common [shared] theory of learning. Participants reach out to parents directly. Parents support PDS work. Parents participate in education discussion groups in the PDS. Parents want teachers who have been PDS-prepared.
3. The program for improvement-oriented inquiry is determined on the basis of jointly defined needs.	University and school faculty decide together what research focus they will take and plan and implement research projects together. Participants co-investigate practice through classroom-based research. Participants engage in joint work on problems of practice.
4. PDS partners share responsibility for selection and evaluation of PDS faculty, interns, and residents.	
5. Resources are clustered to create new roles, structures, and opportunities to learn.	(See Threshold Condition 5, Indicator 1 and examples.)
6. Resources are blended to achieve integration of PDS functions into partner institutions.	(See Threshold Condition 5, Indicator 2 and examples.)

Critical Attribute III: Accountability & Quality Assurance

Standard: The PDS is accountable to the public and to the profession for upholding professional standards for teaching and learning and for preparing new teachers in accordance with these standards.

Indicator	Examples
1. The PDS has jointly defined entrance qualifications for interns.	Interns must be able to demonstrate mastery of their content area. Interns must be able to demonstrate professional knowledge including child development, pedagogical knowledge, and foundational knowledge and/or be enrolled in appropriate professional education courses concurrent with their internship.
2. Upon completion of an internship, candidates must be able to demonstrate the skills, knowledge, and dispositions of beginning teachers as defined by appropriate professional and state standards for beginning practice.	For example, candidates meet INTASC standards.
3. Qualifications for PDS faculty include the demonstration of skills, knowledge, and abilities of highly accomplished teachers.	For example, PDS faculty meet NBPTS standards. PDS faculty standards are consistent with national standards for teaching subject matter.
4. PDS faculty are selected and prepared to mentor and supervise intern and resident teachers.	There are known criteria for mentoring and supervising preservice teachers. Workshops and seminars help PDS participants develop the necessary knowledge and skills. Selection criteria include the ability to articulate practice.
5. Teaching practices of PDS faculty are monitored regularly.	PDS faculty prepare and present portfolios of their teaching practice. PDS faculty are observed teaching on a regular basis. Selection and evaluation of PDS faculty are done jointly by PDS partners.

Accountability & Quality Assurance (cont.)

6. Children can demonstrate what they know and are able to do in appropriately diverse ways to meet national or state curricula standards.	Multiple and diverse assessment approaches are used to measure children's learning.
7. The PDS is accountable to the public.	Regular communication between PDS participants and the broader community about what they're doing and why they're doing it. Meaningful presentations are made to the public about PDS activities. Criteria-driven curriculum decisions made. Children's progress is regularly monitored and reported to parents. Parents want their children in the PDS. Selection criteria and process of participation as a PDS site are public. PDS participants use standards to measure their growth.

Critical Attribute IV: Organization, Roles, and Structures

Standard: The PDS uses processes and allocates resources and time to systematize the continuous improvement of learning to teach, teaching, learning, and organizational life.

Indicator	Examples
1. School and university educators understand the mission of the institution and their individual and shared roles and responsibilities.	Participants can talk about what they do and the mission of the PDS with consistency, coherence, and comprehension.
2. There are incentives for school and university educators to work in responsible ways toward the improvement of practice.	The university recognizes PDS work in tenure and promotion decisions. PDS faculty have appropriate preparation for new roles. School faculty expertise and time are appropriately compensated.
3. Personnel evaluation of PDS school and university educators reflects the mission of the PDS.	Clinical teacher education is acknowledged as part of the PDS faculty's responsibility in both university and school. Multiple teacher evaluation measures are used. Teacher evaluation processes embed teachers' own definiton of what they need to learn.
4. Structures and resources promote trust and acceptance of responsibility.	Schedules for school and university faculty reflect the real work they are doing. Funds are available to support PDS research. University forums provide opportunities for disseminating PDS research. PDS participants receive salary differentials.
5. Daily rituals and procedures promote feelings of community.	Allocation of parking spaces, mailboxes, and working space for interns, residents, and school and university faculty on campus and at school site reflect their collaboration and integration into school program.
6. There are effective strategies for inducting interns into professional practice.	Interns work with more than one school faculty member and have opportunities to observe and discuss professional issues with many. Interns are members of instructional teams and participate in all professional decisions. Interns have school-wide roles and responsibilities as well as classroom instructional roles. Interns learn to work with parents and community members in support of student learning

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Organization, Roles, and Structures (cont.)

7. There are practices that systematize the continuous improvement of learning to teach, teaching, learning, and organization life.	The PDS evaluates effectiveness with respect to new teacher learning, children's learning, and continuous professional development of school and university educators and uses that information to make decisions.
8. Sufficient time is allocated for PDS work and teacher learning.	School and university faculty have reduced teaching loads to reflect time needed to work with interns. The preservice teaching is of sufficient length to effectively provide for the developmental needs of interns, to permit a broad range of experiences, and to allow for the integration of preservice teacher learning and practice.
9. Resources are blended in order to support the new work of a PDS.	District and university pool financial resources for staff development.
10. Human resources are clustered in a PDS in order to support the complex mission.	Interns and/or residents are placed in PDS in cohorts. University faculty have teaching roles in the PDS. School faculty have teaching roles in university. Graduate students are in PDS to implement research with the school faculty.

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Critical Attribute V: Equity

Standard: A PDS is characterized by norms and practices which support equity and learning by all students and adults.

Indicator	Examples
1. The inquiry agenda includes issues of equity.	
2. School and university curricula reflect diversity and are non-discriminatory.	
3. Interns work with children with diverse needs.	See Critical Attribute I: Indicator 2.
4. School and university faculty engage families and communities in support of student learning.	